

THE TEACHER'S MANUAL

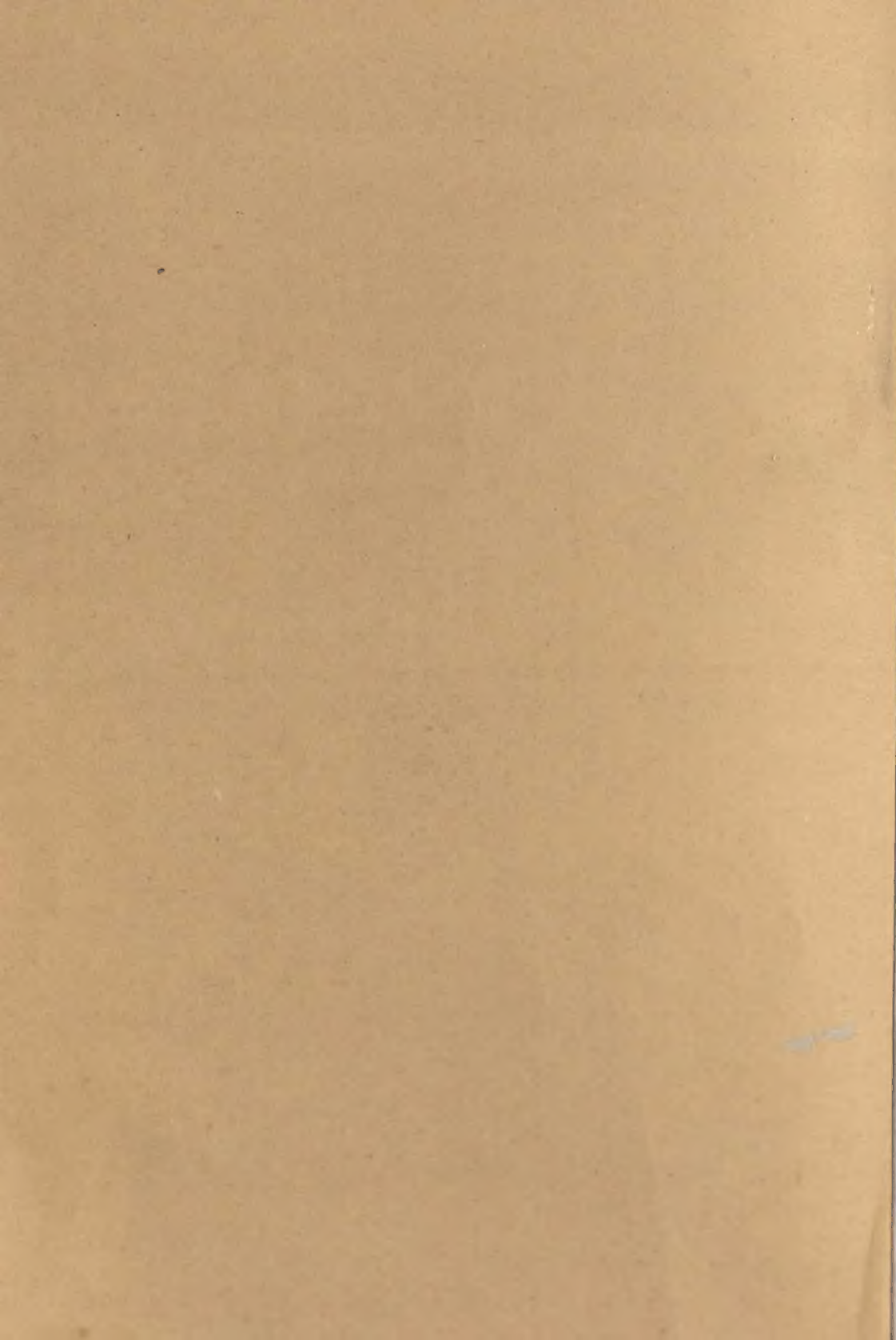
for

LEARNING ENGLISH

STEP FIVE



WEST BENGAL BOARD OF SECONDARY EDUCATION
77/2 Park Street, Calcutta 700 016

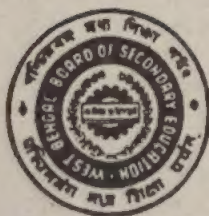


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A Word to the Teacher

We are happy to present to you the fifth book in our "Learning English" series. This book is meant for the students of Class X.

We should firstly assure you that if some functions remain undone from the fourth book, it is quite in order to take time at the beginning of the year to complete them before going on to work on the new book.

Once again the syllabus material is functional. That is, the functions expressed by certain phrases, grammatical structures and forms are more important than the phrases structures themselves. As in the case of the other books, many of these functions have been presented through pieces for reading and comprehension and realized through tasks and writing activities which enable the students to use these functions themselves.

The Approach

You must have noticed that the "Learning English" series is different from the types of textbooks most English teachers are accustomed to. These books contain as much reading material as they contain workbook type materials. Secondly, the textbooks are learner-centred. In other words, it is firmly based on the principle of 'minimum teaching, maximum learning'. A large amount of the work to be done requires students to work in pairs or in small groups, collaborating rather than competing, being active rather than passive, and using English communicatively. Thus, the book's methodology puts a lot of the responsibility for learning on the students, and it is your duty to make this point clear to your students. Equally, the book's methodology puts a lot of responsibility on you as English specialist, as catalyst, and as class-room manager. We expect you to make group-work and pair-work as effective as possible. One of the main advantages of such work is that, since pairs or groups can work simultaneously, the amount of STT (student talking time) is enormously increased. However, in both types of class organization careful preparation is necessary. It may take some time to get your class organized, but it is worth the effort. Remember not to pair two weak students. Guide the better ones to be effective group leaders. Re-group or re-pair if circumstances demand. All this will make your task easier and the students' work more meaningful.

Following such an approach does not imply that the students are left absolutely on their own. You will not be engaged in frontal teaching, but your presence as a counsellor must be felt by all the students.

Reading

The emphasis on reading and writing in Steps-IV and V is deliberate. Our students will need to read and understand and write in English more and more as they get older. The emphasis now, you will have realized, is on silent and extensive reading though in between some intensive reading, too, is being encouraged.

Secondly, as has been advocated in classes VII, VIII, and IX, the students should learn to guess the meaning of new words from the context. Vocabulary exercises have been devised to help the students to do so. Since this is what adult readers normally do when reading, this habit has to be inculcated among our young readers. Words that have not been dealt with in the exercises have been included in the glossary provided at the end of the textbook. New words that occur in the poems have also been included in the list.

Thirdly, explanation and translation of a reading material by you are discouraged in the new approach recommended. It must also be made clear to the learners that using notebooks will never help them to read and write or to pass the examination. The students must be taught to become independent readers and learn to help themselves. The comprehension exercises following a reading unit, which the students have to tackle individually or in pairs/groups, will enable you to check on their ability to comprehend a piece of reading material and help you to discuss with them their problems.

Lastly, there are also lessons where the students are made aware of the importance of improving their speed in reading, their ability to look for specific information quickly and also predict what is in the text. Some exercises on skimming have been provided in the textbook (lesson-7).

The comprehension exercises are more challenging than before. Students should be encouraged to discuss many of the answers in groups, express their opinions and then check with you. Discourage the students from using notebooks, for these will not help them learn to read and comprehend.

Writing

Writing has been emphasized as much as reading. There are about 23 writing exercises (under the heading 'composition') in the text, where the learners have to discuss, plan and write descriptions, letters, reports, describe processes, define something, retell stories, state problems and suggest solutions, classify, summarize, give information/opinion, evaluate, etc. Most of the writing that is to be done is situational, that is, they are based on the situation arising out of the reading material presented or on the function focused in the lessons. Pair/group work should be encouraged in doing these tasks and you will, of course, act as a 'counsellor' throughout these activities, moving from one group to another and checking how each group is progressing. See that the students are discussing and planning in groups or with their partners. Advise them to make drafts and re-check the drafts over and over again, before they write out the assignment finally. When the assignments are returned after you have checked them, let the groups discuss the mistakes they have made and ask you questions, if they have any. Remember that writing is the most difficult skill to acquire and you will have to give them as much guidance as possible.

Oral-Aural Work

Though developing the reading and writing skills receive top priority at this stage, oral participation and active use of the language under your guidance are of the utmost importance. Much of the writing that has to be done by the students is preceded by oral work (with you, or between/among the students) and this gives the students an opportunity to communicate in English. The comprehension exercises accompanying reading units also give the students an opportunity to communicate in English.

While doing these units of a lesson, you should allow the students to speak as fluently as they can. See if they can get across their message. Encourage them to speak, and learn to tolerate the mistakes they make while speaking, for correcting their mistakes at every point might stop some students from speaking at all. Discuss the mistakes they make later with the cooperation of the students. Besides, there is ample scope for 'accuracy' practice when correcting written, grammar and vocabulary exercises, much of which is to be corrected with the cooperation of the students under your guidance. Remember that making mistakes is also a feature in the process of language acquisition at all stages of learning.

Grammar

Many teachers seem to be under the misconception that grammar is not taken care of in the new approach. As you go through the text you will realize that there are a large number of grammar and vocabulary exercises incorporated at the end of the lessons as well as in the revision lessons. You will notice that these exercises are different from those that you have been accustomed to in the past. You will find very few instances where the student has to use a grammar or a vocabulary item in an isolated context. When he/she does so, any suitable meaningful alternative will have to be accepted by you. Short meaningful paragraphs have been used for practising troublesome grammatical items like verbs, prepositions, articles, linking words etc. The student needs no extra grammar class or textbook, but if you feel that some clarification of a certain 'usage' is essential, you are at liberty to do so. What you should remember is the fact that it is the constant use of the language that is more important than learning how to define a noun or an adjective. Self-correction, as stated above, and discussion of common mistakes with the cooperation of the students should be encouraged and practised as has been done in the first four years.

Assessment and Testing

The syllabus, the sample questions for classes IX and X, the testing and assessment scheme provided in the February, 1987 issue of 'Parshad Varta' and the exercises in the textbooks clearly indicate that the basic objective of language testing is to assess the acquisition of the skills of reading and writing from time to time, so that both you and your students may feedback on how much acquisition has taken place and what has not been possible.

The materials and exercises in the textbooks are but means to an end and not ends in themselves. What we should assess is the development of the above-mentioned language skills. In other words, the reading, writing and the oral-aural exercises in the textbooks are practice exercises which are intended to

help the learners in the acquisition of the language skills. They are not meant for testing the students. Hence these exercises should not be used as testing material. Note that memory testing has not been recommended. We want our students to become fairly fast and independent readers, to be able to comprehend on their own, to be able to write on their own and to be able to communicate orally as much as it is possible within the constraints of their environment and classroom exposure. So, it is the acquisition of these language skills which need to be assessed.

Refer to the syllabus of classes IX and X in the textbook. A sample test question has also been appended in the final units of the textbooks and in the February, 1987 issue of 'Parshad Varta'.

Syllabus

RECOMMENDATIONS FOR CLASSES—IX & X

1. Textbooks—Class IX : "Learning English"—Step Four (from 1987 onwards)
Class X : "Learning English"—Step Five (from 1988 onwards)
2. The syllabus for classes IX and X is an extension of the syllabi for classes VI, VIII and VIII.
3. Distribution of mark — One paper — 100 marks. The distribution of marks for items of each category (i), (ii) (iii) is flexible.

* (i) To Test Reading Skills	.. 40 marks (20 seen+20 unseen)
** (ii) To Test Writing Skills	.. 40 marks (20 unseen)
(iii) Grammar and Vocabulary in proper communicative context	.. 20 marks
Total	.. 100

*** : refer to details given below

Note that about three to four lakhs of students appear at the Madhyamik Pariksha at present and this number will go on increasing every year. Hence, though assessment of the oral-aural skill is important, it has not been included in the final school leaving examination because of various administrative difficulties. Nevertheless, this skill must be stressed throughout the Secondary Course since the functional and communicative approach has been accepted.

- * (i) (A) Reading a story, a report, any narrative material, a process, a description, a dialogue, an exemplification, etc. and being able to
 - (a) grasp the central thought of a communication,
 - (b) follow the structure of a communication, the interrelationship of ideas] and the development of the theme/an argument,
 - (c) sequence correct order of facts or idea as in the passage,
 - (d) identify ideas relevant to the development of the theme or argument,
 - (e) identify irrelevant details,
 - (f) appreciate relationship of ideas in passage—order of presentation—evidence—conclusion etc.,
 - (f) make inferences about the content of a communication and about the purpose and point of view of its author,
 - (h) make informed guesses as to the future trends or consequences of ideas or arguments presented in a communication,
 - (i) answer comprehensive questions,
 - (j) fill in forms, tables, charts, etc. with information available/carry out written instructions, etc.
- (B) The development of the reading skills being the major aim, the text book should comprise a variety of authentic reading materials accompanied with purposeful communicative activities. These should be from newspapers, history, geography, social science, science, literature etc.
- (C) When testing the reading skill, the questions should be framed in such a manner that to answer them requires little or no writing on the part of the student, (e.g. draw arrows, put ticks/crosses, write a number, answer in a word or two/a sentence, etc.)

- ** (ii)** Students should be required to
- (a) retell stories/narrate events, stories, give instructions, etc.
 - (b) report conversations in a summary form,
 - (c) write descriptions of places, persons, objects, etc.,
 - (d) describe a process.
 - (e) write applications/invitations, letters of requests, complaints, etc. — replies to letters and also to pen friends in other states/abroad (types done in the textbook),
 - (f) summarise information/facts, etc.
 - (g) define/exemplify/explain,
 - (h) categorise/classify,
 - (i) transfer information from tables, charts, diagrams, illustrations, pictures, etc.,
 - (j) assess characters/books etc.,
 - (k) (critically) appreciate stories, poems, etc. at an elementary level,
 - (l) give opinion, argue, warn, advise, make inferences,
 - (m) present problems and suggest solutions/evaluate,
 - (n) relate cause and effect and make conclusions, etc.

Since the primary objective is to assess the acquisition of the language skills rather than content/knowledge of the lessons in the text, a suitable scheme should be devised to do so. For final assessment only the skills of reading and writing may be taken into consideration. Assessment of the students knowledge of the content or context of the textual lessons has no place in the scheme. Grammar and vocabulary are to be assessed in appropriate communicative context.

4.
 - (i) No separate Grammar or Translation text is prescribed/recommended.
 - (ii) There will be no formal assessment on the skill of translation.
5. Some poems are to be included in the text.

CONTENTS

No.	Lesson	Type	Page
1.	Revision Lesson		I
	Reading : Text-type	(i) Excerpts from Rabindranath's writing, (ii) excerpts from newspapers, books, journals, magazines, etc.	
	The skill/s	(i) Scanning, (ii) skimming, (iii) intensive reading, (iv) grasping the central idea	
	Writing : Type	(i) Letter, (ii) paragraphs, (iii) summary, (iv) telegrams	
	Functions	(i) Classifying, (ii) describing a process, (iii) reporting in a summary form, (iv) transferring information from a chart, (v) comparing and contrasting (vi) writing telegrams	
2.	Mystery		8
	Reading : Text-type	A short essay (expository type)	
	The skills	(i) Understanding the organization of the text and the relation between parts of the text, (ii) transferring information from the text on to a chart	
	Writing : Type	Paragraphs	
	Functions	(i) Defining, (ii) explaining, (iii) exemplifying.	
3.	A Day's Wait		11
	Reading : Text-type	A short story by Ernest Hemingway	
	The skills	(i) Understanding the narration which is mainly in the form of a dialogue/the relation between parts of the text, (ii) relating cause and effect, (iii) comparing features of different parts of the text, (iv) labelling functions of certain paragraphs	
	Writing : Type	(i) Paragraphs, (ii) summary, (iii) story writing	
	Functions	(i) Retelling the story from a point of view, (ii) arguing, (iii) reporting in a summary form	
4.	Bose Institute		15
	Reading Text-type	An essay by Aldous Leonard Huxley	
	The skills	(i) Grasping the central thought of a communication, (ii) following the development of the theme, (iii) making inferences about the content of a communication and about the purpose and point of view of the author, (iv) looking for statements giving opinion/facts (v) transferring information from the text on to a chart	
	Writing : Type	Paragraphs	
	Functions	(i) Describing a process, (ii) explaining and exemplifying	

No.	Lesson	Type	Page
5.	The Cage		19
	Reading : Text-type	Science fiction (short story)	
	The skills	(i) Understanding the text, (ii) responding to linguistic features of the text, (iii) appreciation of characters, (iv) giving opinions	
	Writing : Type	Paragraphs	
	Functions	(i) Organising information into paragraphs, (ii) stating problems and solutions, (iii) classifying and exemplifying.	
6.	The Awakening		26
	Reading : Text-type	Autobiographical piece of writing	
	The skills	(i) Understanding the text, (ii) appreciating the special significance of the linguistic features, (iii) comparing features in the different parts of the text (iv) responding to the text with personal opinions, (v) selecting and assessing information to fill chart.	
	Writing Type	Paragraphs	
	Functions	(i) Reporting personal experience, (ii) giving personal opinion, (iii) writing notes of daily events	
7.	Revision Lesson		33
	Reading : Text-type	(i) Advertisements, extracts and reports from newspapers, (ii) posters, (iii) news items	
	The skills	(i) Skimming, (ii) scanning, (iii) comprehending text to fill in gaps, (iv) grasping the central idea, (v) comparing different kinds of texts, (vi) identifying function of sentences/paragraphs	
	Writing : Type	Paragraphs, letters	
	Functions	(i) Arguing, (ii) reporting, (iii) writing an application — responding to an advertisement, (iv) presenting a problem and suggesting a solution	
	Poems		39

INTRODUCTION

The lesson notes that follow are only guidelines for the busy teacher who will be teaching in Class X. The imaginative and experienced teacher will, of course, make changes where necessary, keeping in view the objectives of the lessons. Some students will obviously take more time to complete a lesson than others. There are only *seven* lessons to be done and even if each lesson takes ten days, there will still be ample time for extra reading and writing for further practice.

Students should be made to do all the writing exercises properly with the help of the guidance given to them, and these should be corrected according to the directions given in the manual. A piece of written work should not be marked from an impressionistic point of view, or from a completely objective angle. It should be marked on :

- Content : appropriacy to the purpose and to the audience
- Accuracy : spelling, grammar (and on style, register, etc. at higher stages), format (for letters, dialogues etc.)
- Fluency : length of sentences, quantity produced, range of vocabulary, range of structures, range of functions, etc.
- Organization : sequential and logical order, links, coherence, etc.

The above aspects should be considered when marking written work.

Most of the reading-comprehension, grammar and vocabulary exercises may be checked by the students themselves under the guidance of the teacher.

Reading should be done mostly silently by the students (though reading aloud is not prohibited), and the teacher should avoid explaining and translating the contents. Let the learner put in the effort to answer the questions that aim to check on his comprehension ability. The teacher may, of course, devise other questions where necessary.

Students should be warned not to get answers from notebooks for that will not help them acquire the skills of reading or writing.

LESSON 1

REVISION LESSON

Skimming through the sections incorporated in this lesson, you will see that there are three main sections: the first section is on *Reading and Comprehension*, the second on *Writing* and the third on *Grammar and Vocabulary*. Each section again includes a number of tasks which the students will have to perform. There are *five* tasks in the first section, *seven* in the second and *seven* in the third. Each task may require one period. Fast readers and fluent writers will, of course, take less time. Some of these tasks may be done at home, but students are to be advised not to consult any notebook. They may use the dictionary, if necessary. These are practice exercises to help students to improve their reading and writing skills. Most of these tasks can be corrected in class by the students themselves under your guidance.

Reading and Comprehension

<i>Items</i>	<i>Steps</i>	<i>Get them started.</i>
1	S ₁	(i) Let them read the instruction and start reading the paragraph. Move round to see if they are referring to the glossary.
	(ii) S ₂	(ii) When they finish, let them answer the question that follows.
	S ₃	(iii) Discuss their answers. The appropriate answer is (b). Ask them to point out words that made them eliminate the other answers. e.g. (a) is not correct because the poet says that we are <i>made to lose our world</i> to find a bagful of information'
(ii)	S ₁	Let them read the instruction and fill in the blanks. Move round and see that they are working.
	S ₂	Check their answers with their cooperation. Ask five students to read out a sentence each. Let the others agree/disagree or give other words that fit in well.

Probable answers

approve (of) sympathize (with); exits; manner; geography; language; imparting; weaned away; nature; harmonize

Note that other words may be accepted if they are acceptable in the context.

2.	S ₁	Let them read the text silently. Move round and check if they are doing so. Help only if asked for.
	(i) S ₂	When they finish reading, ask them to read the instructions that follow and work accordingly. Move round to see if they are following the instructions.
	S ₃	Ask them to compare their filled in chart with someone else's chart.
	S ₄	When they finish doing so, check their answers with their cooperation. Ask a few students to read out their answers and let the others correct.

Probable answers

- (1) (a) prompted him to help the poor in his spare time provide food, clothing, blankets and comfort to the poor and the homeless of his home-town Philadelphia
- (b) prompted him to work under Mother Teresa in India during vacations
- (c) prompted adults in Philadelphia to rally round him and help him to found Trevor's Campaign

- Items Steps** (2) and this led them to help him with cash, kind and service, leading to the foundation of a charitable organization called Trevor's Campaign
(3) and this probably gave him the inner strength to continue with his work in his home-town

Note that the language used by the students will differ.

- (ii) S₁ Ask the students to read the instruction and answer the question
S₂ Check their answers with their cooperation.
Answer : (b) is the appropriate answer
Discuss why the others are not appropriate

3. S₁ Let them read the instructions and study the chart. Explain what they have to do only if students request you to do so.
S₂ Tell them to draw the chart in their exercise book.
S₃ Let them read each text and fill in the chart. They will take some time to do this because there are seven-texts.

S₄ When they have filled in the form, tell them to compare their answers with those of others in their group.

S₅ Now check their answers with their cooperation. Ask students to read out from their charts.

Probable Answers

Extracts	Type of text	Function
(i)	given	given
(ii)	recipe/cooking	giving instructions
(iii)	autobiography	narrating (first line) commenting on his action
(iv)	weather report	reporting
(v)	a story	narraing
(vi)	geography-causes of local winds	giving reasons/ explaining, describing (third sentence)
(vii)	sports (football)	giving opinion, advising

Note that students may differ in their opinion. Please discuss their opinions and clarify points made by them.

4. S₁ Tell them to read the text silently. Check if they are looking for the meanings of the words in italics in the glossary.
S₂ When they finish reading the text they will have to do the exercise that follows. Tell them to draw the chart in their exercise book quickly and fill it in.
S₃ Let them check their tasks among themselves first.
S₄ Check their answers with their cooperation. Answers may be read out written on B.B. and discussions may follow if necessary.

(1) When?	(2) Activity	(3) Comprehension		(4) Enjoyment		(5) Help from
		Yes	No	Yes	No	
i) after he attained full Brahminhood	repeated the prescribed verses -meditated on those verses with great concentration	could hardly understand the text	X	✓	X	the musical sound cast a spell upon his mind
ii) before he could properly understand English	read the whole story	to a certain extent	X	✓	X	labelled the illustrations with the little English he understood

5.

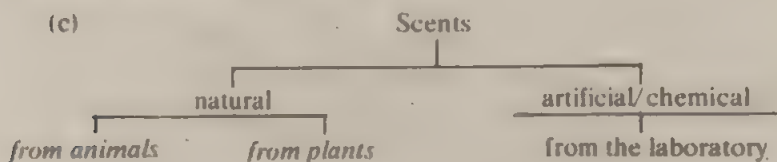
- S₁ Procedure same as 4 S₁
 S₂ When they finish reading, they should be answering the questions that follow. Let them work individually and write out the answers in their exercise books. Move round and observe if they are working. Help only if they ask for help.

Note that there are quite a number questions to answer and this will take some time. The questions will have to be answered in a sentence/a word or two.

- S₃ When they finish writing, tell them to compare their answers with those of others in their groups.
 S₄ Check answers with the cooperation of the students. Let some students read out their answers (ask the weaker ones), while the others say if the answers are correct or not.
 Discuss answers where necessary.

Probable Answers

- (i) Demand for chemical perfumes rising/Chemical perfumes on the increase /Increased production of chemical perfumes/ Production of Chemical perfumes rising/ Perfumes produced in laboratories/ Chemical perfumes, etc.
 Please accept anything that is appropriate and within the word limit.
 (ii) (a) Sentence 2, paragraph 1 sentence 1, paragraph 2
 (b) No. He has 'good smell' in mind.



- (d) old leather, sandalwood, cosmetics, toiletries, floor polish, toothpaste, notepaper, shoe polish, many food and drink items, modern plastics etc.
- (e) No musk their love for the odour of musk because it is the longest-lasting scent known in the mortar used to build mosques
- (f) (a)
- (g) fragrance, scent, perfume, etc.
- (h) odour
- (i) on tap

Writing

1. Remember that writing is the most difficult of the skills to acquire, but you have seen that we can teach our students to write if we understand the process and guide the students accordingly. All the writing tasks incorporated in this unit give a lot of guidance to the students as far as the content and organization of a piece of writing are concerned, but the students will still have difficulty with the use of language. Give guidance to the weaker ones where necessary.
 - (i) S₁ Let them read the instructions silently. Check if they have understood what they must do.
 - S₂ Move round to see if they are jotting down points. Show them how to go about it if they can't understand. Let them make an outline of their paragraph like this.
 millions and millions of books — can read only a few ——— Bacon classifies books into four types : some to be tasted, others swallowed, etc. ——— examples of each ——— reason, etc.
Note that the students at the Madhyamik level have not read many books (other than their textbooks) and hence examples from textbooks should also serve the purpose. Accept whatever examples they give provided they can give their reasons for placing each under a specific category.
 - (ii) S₃ With the help of the points they have jotted down, make them write out the first draft. Let them work in groups. Tell them to be brief. Draw their attention to the instructions given.
 - S₄ Move round to check if they are working as instructed. Help where necessary.
 - S₅ Check group's draft and give suggestions for improvement if necessary.
 - S₆ Let each member of a group write out the letter incorporating corrections and suggestions.
Note that only some students may be able to complete their work in a period. It does not matter. They may submit their work the next day.
2. S₁ Let the students read the instructions and the note. Check if they have understood what is expected of them.
- S₂ Tell them the meanings of the words (in the flow chart) that they do not know e.g. *sponsored, aptitude, screening, etc.*
- S₃ Let them work individually and write out the paragraph with the help of the flow chart. It should not be difficult because the procedure has been given. Move round and see how they are working. Help only if necessary.

- S₁ When they finish writing, they ought to sit in groups, read one another's paragraphs, give suggestions and point out mistakes, if they can detect any. All these activities should generate a healthy desire among the students to **help one another**.
- S₂ Check some of the paragraphs while you are moving round and do the rest of the **correction later**.
3. Note that they have done such writing in classes VIII and IX. They should know how to report speech and to summarise. Of course, it is not an easy exercise.
- S₁ Let them read through the instructions and the dialogue.
- S₂ Check if they have understood the instructions and the dialogue.
- S₃ Tell them to read the dialogue again and while doing so jot down the main points from which they can write out the summary. Help a little before they start.
- Example :** (i) **had dinner at Teetash's place**
(ii) **told him they used too much salt**
(iii) *Teetash asked wondered exclaimed why they shouldn't, etc.*
- Draw their attention to the change in the verb forms while reporting.
- S₁ Move round and observe what they are doing. Comment / help if necessary.
- S₂ When they have jotted down the points, ask a few students to read out a point each to the class. Let the others check when each one has given his/her point.
- S₃ Now let them write out the summarised report. Move round and help the weaker ones.
- S₄ Check the work of those who finish. Ask the others to check their paragraphs with their group before submitting it to you.
4. S₁ Let them read the instructions and paragraph and study the chart. The meanings of the words in italics are in the glossary. They ought to know that, but check.
- S₂ When they have done so, check carefully if they have understood what they must do. Explain only if necessary.
- S₃ This should not be a difficult exercise because the chart gives all the information to be inserted in the blank space *a*
- This is how they may begin filling in the blank (the language may differ)
- Dr W. Beebe soon designed a steel sphere which was named/called 'Bathysphere'. The engineer who helped to build it was O. Barton. This steel sphere weighed 2200 kilograms and was _____
- S₄ Move round and check what they are writing. When they have written quite a few sentences, correct if necessary, but do not disturb them much.
- S₅ Let them sit in groups when they finish and get their work checked by others.
- S₆ Check their work after they have checked it within their groups.
5. S₁ They should read the instructions and study the illustrations and labels.

<i>Items</i>	<i>Steps</i>	
	S ₂	Check if they have understood. Tell them to imagine that they are explaining this to a South Indian friend of theirs.
	S ₃	Let them write out the first draft and have it checked by the other members of their group.
	S ₄	When they have done so, let them correct and incorporate suggestions, if there are any, and write out the final draft. Move round while they are writing and see how they are progressing. Help if/where necessary.
	S ₅	Check their written work.
6.	S ₁	They ought to go through the instructions and study the maps.
	S ₂	Tell them to jot down points comparing and contrasting the two maps.

Example

- (i) main town centre same
 - (ii) church still there after 1945
 - (iii) no forests — forests to the South-West now park land ____ forests to the north and north-west residential centres/ full of houses after 1945
 - (iv) Town hall a museum after 1945
 - (v) more shops and service centres in post 1945
 - (vi) more roads after 1945 and growth of an industrial area, etc.
- Let them work on. They must have at least ten points.
Move round and guide them if necessary.

- S₃ Instruct them to write out the first draft with the points and check with their group. Move round and check after that (as much as it is possible).
- S₄ Let them write out the final draft, incorporating suggestions and corrections and submit their work to you. If some cannot complete the work, let them submit the next day.

7. (a)
- S₁ Let them read the instructions, check if they have followed.
 - S₂ Have (a) (i) written on BB, by a student so that they know what to do.
 - S₃ Let them write out (ii) and (iii) in their exercise books. Encourage them to write out quickly.
 - S₄ Check their answers after they have checked with the others in their respective groups. Ask a few to read out their answers and let the others correct.
- (b)
- S₁ Let them work individually and write out the telegrams.
 - S₂ When they have done so, they should check with others in their groups.
 - S₃ Correct their answers with their cooperation. Some of their answers may be written on BB and checked with their cooperation. The receiver of the telegram ought to be able to get the message.

Grammar and Vocabulary

- 1.
- The students ought to be able to do all these exercises on their own because they have been exposed to such exercises before. Let them work individually, compare their answers with those of others in their groups and then check with you.
- S₁ Let them read the instructions and work on their own. Move round to see if they are working. Help only if requested.

Items	Steps
	S ₁ Check with their coopertion. Tell them to point out the mistakes first and then correct. They must give the reason, too.
	<i>Example</i> A car cost more money to buy than a bicycle. (a comparison has been made — the word <i>than</i> indicates —, hence <i>more</i> should be inserted)
2.	S ₁ Procedure same as above.
	S ₂ Check answers with their cooperation. Let them read out their answers. Check punctuation.
	<i>Example</i> Although the water under the ice of a frozen river is very cold the fish there do not die.
	<i>Note</i> Do <i>not</i> give them the answers. They should be able to give it to you, since they have learnt where subjects, objects, adverbials, relative clauses, nominals, etc. are placed in a sentence.
3.	S ₁ Procedure same as above. It should not be difficult for them to work out this exercise since they have done similar exercises before.
	S ₂ Correct with their cooperation. Let some read out their answers. Check with the cooperation of the other students.
	<i>Example</i> The common onion is a biennial as well as a perennial herb
4.	S ₁ Procedure same as above
	S ₂ " " " "
5.	S ₁ Procedure same as above
	S ₂ " " " "
	<i>Example (of an answer)</i> (i) rob/plunder (in times of trouble) pillage. (ii) concerned with physical rather than spiritual interest material
6 & 7	S ₁ Procedure same as above
	S ₂ " " " "

LESSON 2

MYSTERY

This is a comparatively easy lesson to comprehend and students will be able to read the lesson and do the exercises on their own. Advanced learners may take two days to do the lesson while the others may take three or four days.

Reading and Comprehension

Items Steps

- | | | |
|-------|----------------|--|
| 1 | S ₁ | Let them read the instructions before the reading unit (the pre-reading unit) and make sure that they have understood their task. |
| | S | When they finish doing so, they ought to be reading the text silently. Move round and observe if they are reading and looking for the meaning of the words in italics in the glossary. |
| 2 | S | There are four tasks in this unit (i), (ii), (iii), (iv). Let them answer the questions and then compare their answers with those of the others in their groups or with their partners. |
| 3 & 4 | S ₁ | They ought to read the questions and do the tasks individually. Move round and check if they are doing so. Give guidance where necessary. Do not keep explaining what they should do. |
| | S | When the majority have completed the tasks, let them check one another's task and make comments where necessary. This should be done in a friendly manner and the group leaders should guide them. Move round and give help where necessary. |
| | S | Discuss the answers (2, 3 and 4) with the whole class and let the students correct their own work. |

Probable Answers

- | | | |
|----|-------|--|
| 2. | (i) | (2) by giving reason why the mysterious interests people.
(3) by giving an example (a story) and explaining how the mystery was solved. |
| | (ii) | (b) when we can't find out the truth about it
(c) when we wonder what it is _____
<i>Note that the answers are in paragraph 1.</i> |
| | (iii) | None of the definitions fits in exactly. |
| | (iv) | When we wonder where it is/ where it could be, etc. |

Persons	Where?	Why?	Used brain		Used method		Used imagination	
			Yes	No	Yes	No	Yes	No
Police	hidden in a secret place	it would be difficult to discover			✓			✓
Thief	in a place where every one could see	people would not expect it to be there	✓			not exactly in that sense	✓	
Friend of Police Chief	same as above	same as above	✓			same as above	✓	

There may be variations in the above answers. Accept them if the students give valid reasons. The language used may differ, too. Accept short answers for it is comprehension we are checking and not their writing ability.

4. All the answers are in paragraph 5.

Word Study and Use

- S Let the students read the question and do the two tasks. Note that they will have to refer to the paragraphs to get the words/phrases for the first task. Move round and see if they are working as directed.

S When they have got the words/phrases, they should check their answers with their partners' and discuss if the answers are not the same.
- S₁ They should be able to work individually and fill in the gaps with the words they have found.

S₂ Correct their work with their cooperation. Ask a few students to read out their answers and let the others say whether they are correct or not.

Note that all tasks under reading, grammar and vocabulary should be corrected by the students themselves under your guidance.

Language Study and Use

- S₁ They ought to read the whole section silently. Move round and observe if they are doing so.

S₂ Check if they have understood what they have read – about nominal (noun) clauses. Further explanation may or may not be required. Do not deal with it at length. Get them started on the exercises that follow – this is more important.

Items Steps

- 2 & 3 S₁ Let them work out the two tasks on their own. Move round and observe what they are doing. Guide the weaker ones where necessary.
- S₁ They should be advised to compare their answers with their partners'
- S₁ Ask a few students to read out their answers/write out on the B.B. and let the others make comments and correct. Accept all correct answers.
- Note* that they'll have to refer to certain texts for facts.

Composition

There are two tasks in this unit and it will take at least two periods to do them. Deal with one at a time.

- S₁ The process of writing is not easy. Advise the students to jot down points according to the instructions given in both tasks. When they have done so, let them read one another's points in groups and suggest improvement.
- S₂ They should now try to write a well organized paragraph — by ordering sentences, tying them with appropriate linking words, checking coherence, etc.
- S₁ When the first draft is complete, let them sit in groups and read out their drafts. Let the others correct suggest improvement. Move round while they are working in this manner and give guidance where necessary.
- S₁ The students then write out the final draft incorporating suggestions given. Move round and check their work as much as it is possible. Check the remaining exercises later.

LESSON 3

A DAY'S WAIT

This is an interesting short story by Ernest Hemingway. Do not read and explain every line. Allow the students to read and enjoy. The story has been split up into four units for the convenience of the students and each unit is followed, and sometimes also preceded by questions, so that the students read with a purpose and also answer questions on the content — through which you will be able to judge the development of their ability to comprehend on their own. We do not want them to comprehend via the teacher. This is what has been advocated throughout the course.

UNIT — 1

Items Steps

Reading and Comprehension

1. (i), (ii),

(iii)

S₁

The students ought to read through the instructions and the questions in the pre-reading unit first. Check if they have understood what they must do.

S₂

Get them started and tell them to read the unit as quickly as they can, looking for the meanings of the words in italics in the glossary. Move round and observe how they are reading — they should sit properly and read without moving their heads and without pointing with their finger/pencil/pen

Note the time the majority of them take to read the unit. There are about 250 words in the text and even if the students can read only 50 words per minute, they should not take more than 5 minutes to go through the unit. Give another minute to the very very weak ones while the others try to find the answers to question 1, i), ii) and iii).

(iv),(v)

S₁

When all have read the unit, elicit the answers to above question orally. Note that they are extremely short answers.

Example

i) *Schatz, a nine year old boy*

S₁

Let them write out the answers quickly in their exercise books. Advise them to be brief in their answers and write clearly, but quickly. Speed and clarity are essential requirements at an examination and they should have practice for it. Move round and check their answers quickly. Answers may be put up on B.B. and the students can correct their own work.

2.

S₁

Let them work individually and do the task. Move round to see that they are working. Help only if required.

3.

S₁

They should move on to the next task and work individually.

S₂

Move round and observe if they are able to fill in the chart. They should draw the chart in their exercise books. Please check if they have already got the answers written out in their textbook. Discourage such a habit, for this will not help them to do well in the examination.

S₁

Tell them to get their answers checked by their respective group.

S₂

Now ask a few students to read out their answers to the class while the others correct.

UNIT — 2

- | <i>Items</i> | <i>Steps</i> | |
|--------------|----------------|--|
| 4. | S ₁ | Let them read the second unit silently. — paragraphs 14 to 24. Move round and check if they are reading in the way they should. |
| 5, 6. | S ₂ | Instruct them to do the tasks (5, 6) that follow as soon as they finish reading. They should be working individually. See if they need any help. Some might need help to do 6(c). Do one with them on the B.B. |
| 7. | S ₁ | Those who finish may move on to the next task. See that they are writing out the answers in their exercise books. |
| | S ₁ | When all have done the three tasks, tell them to get the answers checked by their groups. |
| | S ₁ | Ask a few students to read out/write out the answers on the B.B. Instruct the others to comment and correct. Accept any answer that is appropriate. Short answers should be accepted. See to it that the students are clear in their mind about the function of a certain utterance. |

Example

Paragraph 20 — here the speaker is expressing his preference

Paragraph 16 — here the speaker is inquiring, etc.

UNIT — 3

- | | | |
|--------|----------------|--|
| 8. | S ₁ | Tell them to read the instructions and the note and then start reading the unit. There are only two paragraphs here (25, 26). Move round and check if they are reading. |
| 9, 10. | S ₂ | As soon as they finish reading, they should be doing the two tasks (9, 10) that follow. See that they are writing out the answers in their exercise books. |
| | S ₁ | Let each one compare, his/her answers with his/ her partner's and make changes, if necessary. |
| | S ₁ | When they have done so, let them check their answers with you. Ask a few students to read out their answers and request the others to check. Correct them where necessary. Each student should then correct his/her own work. They may ask for clarification if they have different answers. |
| | | It shouldn't be difficult for the students to label the functions. The content page of all the textbooks focus the major function(s) of each lesson. |

Example

- | | | |
|--------|---------------------------------------|---|
| 9. (a) | (i) Describing (the day) | |
| | (ii) Describing the comparing, etc. | |
| | (iii) Mainly describing and narrating | not in a dialogue form — longer sentences — difficult words, etc. |

UNIT — 4

- | | | |
|----|----------------|---|
| 11 | S ₁ | They should read instructions (i) and (ii), and copy the given chart in their exercise book before they start reading. Move round and check if they are doing so. |
|----|----------------|---|

Items Steps

- S₂ Get them started. This is a longer text and they'll take some time. Do not interfere while they are reading unless they ask for help. The language of the text is comparatively easy to comprehend. Move round and ensure that they are sitting upright and *not* using their finger/pen/pencil while reading.
- S₁ As soon as they finish reading they should be doing the tasks set in 11(i) and (ii). Move round and see that they are doing them.
- S₁ Begin checking their answers as you move up and down the rows after 5 minutes. They will have written something by that time. Try to check the work of the weaker ones. Encourage them to write quickly. You need to tell them that speed is as important as clear handwriting.
- S₁ Ask a few students to read out their answers when they all finish. Check while they are doing so, and instruct the students to correct their own work.
- (i) It shouldn't be difficult to find the words that match with the meanings though it will take a little time.
Example — staring, evidently, absolutely, etc.
- (ii) Accept appropriate answers in the context — language used, of course, may differ.

Language Study and Use

1. S₁ Students should read the instruction and the tasks in (i), (ii) that follow and do them. See that they are rereading unit 3 and doing the tasks. Move and observe what they are doing. Guide them if necessary.
- 2.3.4. S₂ Tell them to move on to 2, 3 and 4 when they finish the first one. Move round to see if they are able to do their work. Guide the weaker ones, if necessary.
- S₁ When they are through with the first task and doing the second, third or fourth, move round and check their tasks as much as it is possible in the circumstances and time. Go through the work of the group leader so that they can help the others to correct their work. You may discuss answers with them if necessary. Remember that you must help these group leaders not only to guide their friends in their respective groups, but also help you in various ways.
- Note* that the answers to these tasks may also be written on cards and distributed to groups that complete their tasks, so that they can correct on their own.
- Self-correction should be practised when correcting reading comprehension, vocabulary and grammar tasks.

Composition

1. (i) S₁ There are three writing tasks in this unit. Get them to work on (i). Let the students sit in groups, read the instruction and the questions and discuss the answers. While they are discussing, they ought to take down notes. Tell them to do so.
- (ii) S₁ After they have discussed and taken notes they should do the task set in (ii). Tell them to read the instruction and do the task. The first draft should be written out. Move round and observe how they are working. Guide the weaker ones. The first draft may just be a string of sentences like this :

I am Schatz and am nine. One morning I was sick and my father called in a doctor. I heard the doctor tell my father that my temperature was 102° This frightened me. I knew I was going to die.

At school my friends had told me that I can't live with forty-four degrees. And the doctor said I had one hundred and two. It was certain that I was going to die and so I began to wait for death

S₃ Those who can complete the first draft may show it to someone else and ask for comments. They may make changes, if necessary, and write out the final draft at home and submit it to you. Others may have to complete the first draft at home, bring it to class the next day, read it to their respective groups and then rewrite it incorporating the changes. Tell them not to consult any notebook for that will not help them to pass the examination.

S₄ A few students may be asked to read out their first draft in class and changes may be suggested by you or by the students. Tell them especially to maintain the flow of the story and be brief. Encourage them to incorporate dialogues where possible to make the story interesting.

Note that most students will need two periods to do this work well. The brighter ones may be able to do it in one period. Encourage speed, but do not push them too much.

2. S₁ Let the students read the question, the instruction and the points given.
- They may, of course, add their own arguments and not accept all that are given.

S₂ Check if they have understood what they must do. Let them start writing. Move round and observe what they are doing. Give guidance where necessary. You could also start the work by writing on the B.B. someone's viewpoint — just two or three sentences like this :

I quite approve of the man's action. We can see quite clearly that the boy wanted to be alone. He says (in paragraphs 21 and 23), "You don't have to stay in here if it's going to bother you". But we know it didn't bother the father at all.....

S₃ When they finish their first draft, ask a few students to read out their arguments. Ask others to listen attentively and check. Suggest improvement.

S₄ Now let them get into groups and read out their arguments. Suggestions for improvement may be given by the others.

S₅ The students should be asked to write out the final draft and submit to you.

3. This exercise is similar to the one the students have done in Revision Lesson 1, Writing unit 3. The same procedure may be followed.

LESSON 4
BOSE INSTITUTE
PART 1

This extract is an interesting essay taken from *Jesting Pilate* by Aldous Leonard Huxley (1984-1963). The writer visited *Bose Institute* in Calcutta and his impression of the visit is recorded in this essay. The density of new words is great, but it will not hamper comprehension very much. See that the students refer to the glossary and *Word Study* unit while they are reading.

Items Steps

Reading and Comprehension

1. (i),(ii) S₁ Tell them to read the instructions and questions in (i) and (ii). Check if they have understood.
- S₂ They should start reading immediately. Move round and observe if they are referring to the Word Study unit and glossary from time to time. Do not help them unless they ask for help. Even if they are very slow readers they should not need more than 5-6 minutes to read the paragraph.
- (iii) S₃ As soon as they finish reading, they ought to move on to (iii) and find the answer to (i). It should not take them long to decide on the most appropriate answer. Check their answer with their cooperation. Ask a few students to read out the answer they think is the most appropriate.
Note that all three alternatives are correct in a way, but the most appropriate one is (c). Remember that he wasn't the only visitor.
- (iv) S₁ It should not be difficult to choose the appropriate answer — (b). A discussion may follow if they have doubts.
- (v) S₁ (b), (a), (c) should be appropriate. Though the paragraph has been developed mainly through three examples there are sentences where comparisons are made and explanations given.
- (vi) S₁ While doing this task, the students will have to keep referring to the text. (b), of course, may be answered without reference to the paragraph. It's a general knowledge question, the answer to which is known to many students. Move round and check if they are writing.
Note that to fill in the gaps, they'll have to be brief and will have to use their own English.
They ought to be able to choose the word *marvel*.
- (vii) S When they have completed (vi) and (vii), check their work with their cooperation as has been advocated throughout.

Word Study and Use

The two exercises should be done individually and corrected by themselves under your guidance as they have done before.

1. S₁ Let them do the task. Move round to check what they are doing. Tell them to write out the answers in their exercise book like this :
(i) (d); (ii) (e); (iii) (f); etc.
- S₁ Check their answers with their cooperation when they finish.

<i>Items</i>	<i>Steps</i>	
2.	S ₁	Get them to read the instructions and the passage and then fill in the gaps. Move round to see if they are working.
	S ₂	When they finish their work, see that they compare with their partners'.
	S ₃	Now check with the whole class. Students may use pencil to fill in the blanks or just write out the words serially in their exercise books.
		<i>Example : operation, administer, etc.</i>

PART 2

Reading and Comprehension

- | | | |
|----|----------------|---|
| 1. | S ₁ | This is a long paragraph and the students will need about <i>ten to twelve</i> minutes to go through it. Give them the time. Move round to see how they are progressing. Some will read fast, but others will be slow. Let them move at their own pace. |
| | S ₂ | Those who finish reading should move on to the tasks in 2 and write out the answers in their exercise books. Move round and observe what they are doing. Help where necessary. |
| | S ₃ | There are nine tasks in this unit and it may not be possible for the students to complete all in a period. Correct with their cooperation as much as they are able to do. Let them check one another's task first, and then check under your guidance. They may continue with this work the next day. |

Note that the answers are short as usual

Example

- (i) *But* is the linking word
- (ii) Last three sentences; (iii) (b); etc.

Word Study and Use

- | | |
|---------|---------------------------------|
| 1 and 2 | The same procedure as in Part 1 |
|---------|---------------------------------|

PART 3

Reading and Comprehension

- | | | |
|----|----------------|--|
| 1 | S ₁ | The text is slightly shorter than the previous one and the students may take a little less time perhaps. Let them go through the section. Tell them to try to grasp the main idea of each paragraph as a whole. Observe if they are referring to the glossary and the Word Study unit. Move round and help if necessary. Do not explain anything. Try to maintain silence so that they may concentrate on what they are reading. |
| 2. | S ₂ | When they finish reading, they ought to start doing the tasks set in 2. There are <i>three</i> there. The students will take some time to do (iii). Move round and check if they are working. They should write out the answers in their exercise books. They don't have to write much. |

Example

2(i) — (c), (e), etc.

- | | |
|----------------|---|
| S ₃ | Request a few students to read out their answers. Others should listen attentively and check if the answers are correct. This will help them to mark their own answers and save you the trouble of correcting their exercise books. |
|----------------|---|

Word Study and Use

The same procedure as in Parts 1 & 2.

Language Study and Use

1.
 - S₁ The students should go through the instructions and notes in (a) and (b). It should not be difficult for them to comprehend what is incorporated there because they have already come across -ly adverbs. Move round and check if they have understood everything.
 - S₂ When they have gone through the sections, let them move on to section (c) and work with their partners.
Do not spend much time on this.
 - S₁ Check their lists with their cooperation.
Note that there are about fifteen -ly adverbs and some occur more than once.
2.
 - S₄ Let them read the questions and do the exercise quickly. It shouldn't take them long.
 - S₅ Check with them as soon as they finish. Let them correct their own exercises.
3. (i)
 - S₁ The students ought to go through (a), (b) and (c) and read the notes and examples given. Move round and check if they are doing so. It should not be difficult for them to understand the notes. Give guidance where necessary.
 - S₁ See that they are making a list of the nominal compounds when they have gone through (c).
Note that there are quite a few in Part 3.
3. (ii)
 - S₁ Check their lists with their cooperation.
- (iii)
 - S₁ Move on to the next unit. Let them work on the exercises individually. Move round and check if they are working. They need not write out the paragraph and the sentences in their exercise books. Tell them to write out the word(s) serially as they read on.
Example
(a) purchased, travelling, carrying his blind parents, etc. For (iii) they ought to write out the full sentence.
Example
When it was shaded, the plant stopped feeding.
4. (a)
 - S₁ Check their answers with their cooperation as before. We hope you remember that we advocate self-correction for tasks on reading comprehension, grammar and vocabulary.
- (b)
 - S₁ Get them to read the note and the examples in (a). Move round and see that they are reading. Check if they have any difficulty.
 - S₁ Let them find more examples of nominal -ing forms from the text. Move round and see that they are going through the text and making a list of the nominal -ing forms.
 - S₁ Correct with their cooperation.
Note that there are only two or three of them. The other -ing forms are mostly premodifiers of nouns.
Do not spend much time on this section.

Items Steps

- (c) (i) S₁ The students are expected to go through the instructions and work individually. Move round and check if they are doing so.
- S₂ When they have finished, ask them to compare answers with their partners.
- S₃ Check with whole class. Sentences could be read out by some students and the class could correct with your guidance. It should not be difficult.
- Example*
- (a) developing (b) growing, preparing, sowing, etc.
- (ii) S₁ Let them read the sentences in (i) and decide which have nominal functions. Draw their attention to the examples given in 4 (a).
- S₂ Check answers with whole class. There are six here.
- Example (a), (f), etc.*

COMPOSITION

Note that there are two composition tasks and both are guided/controlled. The students have been supplied with outlines and guidances regarding organization. Everyone ought to be able to write something.

1. S₁ Students are expected to go through the instructions and the outline carefully. Move round and see that they are reading. Help them if they fail to understand anything.
 - S₂ When they have finished reading, make them write out the process. Let them imagine that they are describing the process to a friend whose mother tongue is not the same. Move round and check if they have any difficulty. Help the weaker ones if necessary. Though the students have written descriptions of processes, there will still be many who will be finding it difficult to grapple with the situation. See that they are using the proper forms of verbs, the sequence linking words, etc. Remember that students will not be able to write unless they are guided and are made to write regularly.
 - S₃ Not all the students will be able to complete the task, but there will be some who will be able to do it. Let them sit in groups and examine one another's work and make comments if they can. Others may continue with the first draft. Move round and encourage them.
 - S₄ The next day some of the students (not necessarily the good ones) should be required to read out to the class what they have written. The others are to listen attentively and write down comments, which they may discuss later with you.
 - S₅ Let everyone review his work and write out the final draft to be submitted to you. Remember that there will be fewer mistakes then.
2. The procedure should be more or less the same as 1

THE CAGE

Reading and Comprehension

Items Steps

S₁ Ask students if they have read any science fiction in their own language — what the subject-matter is, etc. Ask them if they have read anything about life in other planets. Let them then refer to the content page of the text and see what this particular lesson is about — the reading skills exploited and the functions.

1. S₂ Let the students read silently the note and the instructions that follow. Check if they have understood what the note is about and what they are expected to do.

S₃ After this they ought to start reading the text silently. It will, of course, take them ten totwelve minutes to do so even if they can read only 50 words per minute. A few will be quite fast readers. They should refer to the glossary and the Word Study unit while reading. Ensure that all the students concentrate. Move round and help where necessary.

Note that the story may be read ahead at home, but you must ensure that they do not refer to any notebook. They may refer to a dictionary but that will not be necessary.

S₄ They should now work in groups and try to answer questions 3,4,5 and 6. These are not quite easy questions to answer. Let them think and answer and discuss among themselves. See that the leader of the group writes the answer in collaboration with the other members of the group. While the discussion is on everyone should take down notes and later suggest what the leader should write down. Of course, they must agree as to what should be put down.

Note that in answering the questions the students must refer to the text repeatedly. The answers should not be long. It may not be possible to answer all the questions and check them in a period. Do as much as it is possible.

Guide them, but do not give them the answers. They should give their own views in their own language. Help them to give these *probable answers* (the language will differ).

2. Perhaps he was half awake. The word 'complete' suggests the fact.

3. (i) Accept any logical answer e.g.(i) the writer wanted this planet to appear different from ours (ii) any geographical notion about the position of the planet in relation to the sun, etc. may be accepted.

(iii) The world referred to is the strange planet where the travellers were forced to land when their Spaceship broke down.

4. The people on this planet were unaware of human beings. They took the travellers for some curious and rare objects. It seemed to Fennet that as a strange and rare object Hawkins might be stuffed for preservation in the same manner as rare birds and animals are preserved in a museum by men.

5.

(a) Perhaps he was enjoying himself on the beach. In any case, he led a free life in the open and was well-fed, etc. Draw their attention to the words 'healthy' and 'tan'.

(b) They would look just the opposite.

They looked pale sickly unshaved (men)/ unhappy and dejected/drowsy/hair ruffled/worried/etc.

Reason — living imprisoned in a cage — there was tension, fear, apprehension that the worst was ahead.

6. (a)

Hawkins	when Mary described the object.	in order to suggest that it was a known harmless creature.
Dr Boyle	when days passed and Hawkins did not return.	Boyle feared that Hawkins was not alive and they would not see him again.
Dr Boyle	when Hawkins came back and told them about the changed attitude of the hosts/the new arrangements for them	He just could not believe what he heard—he needed time to take in what Hawkins had to tell them.

(b)

Initially she was nervous and hysterical. She was not sure what kind of creature it was so she wanted it to be killed. But when she saw the harmless little animal imprisoned, she relented and took pity on it.

S₁ Ask the group leaders to read out their answers to the class. Stop after each answer and discuss if necessary. Go on checking in this way. The B.B. may also be used and the students may correct their own work.

S₂ Check their work when they finish.

7. (a)

S₁ Let the students discuss in groups the qualities of different persons and note the similarities and differences. They should take down notes while doing so. Help them to start by asking them questions in this way:

Example

(i) Who was nervous and hysterical?

(ii) How do you know? Point out paragraphs/lines to prove your point.

(iii) Who was rather emotional and pessimistic?

Why do you think so? (Ask them to support their answers with facts in the story)

S₂ Now let them work in their groups and decide on the characteristics of each person. Let them sum up briefly in this manner:

Name	Qualities	Reference
Mary Hart	nervous and hysterical	first few paragraphs
	loving	parag. 17
	optimistic	parag. 22

Note that they must be sure that they know the meanings of the words given before they start working.

Move round and see how they are working.

Help the weaker ones where necessary.

- (b) S₃ Move on to (b). Ask the students why they think the person they have chosen has the necessary qualities of leadership. Get them started. Ask them a few questions :

Example

- (i) Do you think a leader should be calm and authoritative?
 (ii) Does any one possess these qualities? Can you point out instances from your text?

Note that they will pick out qualities that they have already dealt with in (7a). There are instances to show that Hawkins was sensitive, thoughtful, alert, loving, clever, etc. Guide them into referring to the following paragraphs — 2, 5, 10, 12, 13, 17, 30, etc. Write their answers on the B.B. in a chart form.

S₄ Now let them write out the answer in a few sentences.

8. A. S₁ For both (a) and (b) students should first read the text given and discuss in groups. Since they have done such exercises before, they ought to be able to do them, though it may not be easy for all of them.

- (a) S₂ Move round and check what they are doing. Help if necessary. You could discuss one item, with them. The probable answer for (i) is — "Tomorrow", said Hawkins (Parag. 10)

S₃ When they have found the answers, check with them. Tell some to read out their answers. Check with class if they agree. Correct/explain if they are wrong/not sure.

S₄ *The other answers*

(ii) Last three sentences — paragraph 9.

(iii) Last sentence — paragraph 28.

(iv) Sentence — paragraph 12

(v) Sentence — paragraph 11

(vi) Sentence 1 — paragraph 8.

(vii) Second and third sentence — paragraph 8.

S₅ The same procedure should be followed as above. Discuss their answers when they finish and let them correct their own work.

- (b) *Probable answers :*

- (i) expressing apprehension; predicting
 (ii) predicting
 (iii) expressing disagreement
 (iv) expressing agreement/possibility

- B(a) S₁ The students should be told to refer to the last three paragraphs of the story and discuss what should be the answer with the other members of their group and arrive at a conclusion. Tell them to draw a chart and note down their decisions in this way (the language will differ of course) :

Hawkin's emotions	Reason
disgust	the comment in the last paragraph seems to be an angry criticism of human beings (rational beings) who very often treat other creatures in the manner they have been treated on this strange planet
shame	
anger	

Note that this will be a difficult question for many students to answer. Give guidance. Ask questions to bring out the answer. You may start in this way :

Example

Read paragraphs 29 and 30. Does Hawkins have praise for rational being? Why not? Was he ashamed of such behaviour?

- S₂ Move round and help where necessary.
- S₃ When they finish writing out the answer (the group leaders will do it with the cooperation of the others) ask the leaders to read out their answers to the class. Discuss and check with the cooperation of the students.
- S₄ Let all students write out the answer and check with you.
- (b) S₅ Move on to (b). They should still be working in groups and discussing the two questions among themselves. The leader should take notes in a chart similar to the one in (a) and present it to the group at the end of the discussion. Give similar guidance as in (a). Then move round and see if they are working. Help where necessary
- S₆ Ask one or two groups to read out their answers or write the answers on the B.B. when they read out. Check with their cooperation. Let them give their opinions if they disagree. Discuss. Accept any logical answer.
- S₇ Now tell them to write out the answer briefly and check with you.

Probable answer (language will differ)

Boyle's Feeling	Hawkin's Feeling
When Dr Boyle uttered the words 'rational being' he must have felt a sense of pride. Perhaps it seemed strange to him that they (rational beings) should have been treated as though they were a strange species of birds or animals. So he wanted to know what made them realize that they were rational beings and should be treated differently.	When Hawkins uttered the underlined words, his feelings were quite the opposite to Boyle's. He felt no pride for being a rational being. His face darkened at the mention of the words. He seemed to be angry at and ashamed of the behaviour of rational beings.

- (c) S₁ See that the students go through the questions. Check if they have understood.
- S₂ Ask some students to pick the appropriate answer. Discuss if necessary. (iv) is the appropriate answer. (vi) is also correct, but (vi) is better.

Word Study and Use

- 1,2 S₁ Students should be able to work on these two tasks individually. Let them do so. Move round and check if they are referring to the paragraphs where the words occur.
- S₂ As soon as they finish one task, ask them to compare their answers with their partners' and then check with you.
- S₁ The students may be made to correct their answers with you when they all finish. Answers could be written on the B.B.
- Note that 2. is not as easy as 1.*
- Expected answers* (language will differ in 2).
- (i) scraps (ii) tug (iii) indignant (iv) fashioned
(v) relented (vi) drowsily (vii) pallor
(viii) immobilized (iv) scrabbling
 - (i) it doesn't look like a mouse
(ii) they treated the pet as a creature of great importance
(iii) Hawkin's friends thought that he was killed
(iv) inform us/let us know
(v) caused it to go off
3. S₁ Pronounce the word *Onomatopoeia* for them and then tell them to go through the notes, examples and the task set at the end. Move round and see if they are reading. Guide them where necessary.
- S₂ When they are through, check if they have understood. Then let them work in groups on the task set for them. Help them to start the work. Begin with words that they have come across. There are eight/nine. Fill in this chart on the B.B. with suggestions from them.

Words	What sort of noise is it?	What sort of things make them?
scream	i) its a loud, sharp cry of (or as of) fear, anger or pain ii) a loud shrill noise	human beings, birds, animals
example	<i>The baby has been screaming for an hour.</i>	<i>We all screamed with laughter</i>
stammer	Does he have a stomach ache? Say haltingly — repeat rapidly the same sound or syllable	human beings
example	<i>G-g-give me that b-b-book</i>	
patter	sound of quick, light taps or foot steps	raindrops, footsteps
example	<i>Do you hear the patter of rain on the roof.</i>	

Note that in doing this task they'll need dictionaries. Ask those who have dictionaries to bring them to class and work in larger groups. Supply them from the school library, too. They should be taught to handle dictionaries.

Discourage using notebooks. That will not help them to learn the skill of using a dictionary. What is important in this task is not that they should know how to use these words very well, but that they should be aware of the existence of such noise words in English (they exist in their mother tongue, too). Secondly, learning to use the dictionary is an equally important skill for all students to acquire and they should be encouraged to do so whenever and wherever possible. Encourage them to buy a good dictionary instead of wasting a lot of money on useless notebooks

Language Study and Use

1. (i) S₁ The section on adverbials should not pose any difficulty. Students should go through the note and examples that follow. Move round and check if they are doing so. They should feel free to ask you questions if there is any confusion in their mind
- (ii) S₂ Let them work in groups and make a list of the adverbs and adverbials in this manner. Give instructions and examples on the B.B. with their cooperation like this :

adverbs/adverbials	relationship
(a) at night (2)	related to 'completely dark' and shows us the relationship of time. manner (how?) place (where?) manner (how?)
(b) hastily (2)	
(c) to the girl's side	
(d) through the floor somewhere	

- S₁ Move round and check if they are doing their work properly. Do not spend too much time on it. When all the groups have a list of at least ten adverbs/adverbials, tell them to read out from their list, stating paragraph number and relationship. Check with class if the items read out are acceptable. Correct where necessary. Try to draw out examples of all types.
- S₁ Tell them to read the note and examples on Degree words carefully. Explain if necessary, but do not spend a lot of time on it.
- (iii) S₁ When they have gone through the section, they should be instructed to work on section (iii) in pairs. Work out a few examples on the B.B. with their cooperation, and then let them work on their own.

Example

Degree Adverbs	I or D?
A very much	I
B highly, extremely	I
C fairly	I (intensifying means slightly)
D entirely, fairly, quite	I, 2nd, 3rd
D a little	D

Items Steps

- S₁ Check with class when they have completed the list. Let them correct their own work when some students read out their answers and you check them with the cooperation of the class.
- S₁ They should move on to the next section — item (iv), and work in pairs according to the instruction given. It should not be difficult for them to do the exercise. They have done similar types before. Move round and check if they are working.
- S Check when they finish item A. in the same manner as above
Expected answer (may be given in serial order in this way) A. totally, very, fairly, completely, etc.
- S₁ Let them complete B and C
- S₁ Check in the same manner as above

COMPOSITION

- S₁ The student should go through the notes, instructions and the three classification tables very carefully. See that they are doing so. Explain a little where necessary. It will take a little time. Give them the time.
- S₁ Let them write out the first draft individually. Help them to start with the hints given at the end. Complete the few lines with suggestions from the students and then tell them to continue writing. Note that as far as the content is concerned the students have everything on the tables to help them. They will use as much information as is possible for them. The language used by the students will, of course, differ from student to student. Tell them to start writing. Move round and check. Help where necessary. Attend to the weaker ones.
- S₁ Note that writing out two paragraphs will take some time. When they are through with the draft, they should exchange within their groups, incorporate changes suggested, correct and then write out the final copy. They will not be able to complete their work in a period. Give them at least another period the next day. The weaker ones may even need more time. Let them work at home, but discourage using note-books. It doesn't matter if they make mistakes even after having written out the first draft.
- S₁ Collect and check their work. Longer pieces of writing should be corrected by you at this stage. Discuss errors and organizational weaknesses when returning their exercise books. Lay stress on both accuracy and fluency.

THE AWAKENING

- | <i>Items</i> | <i>Steps</i> | |
|--------------|----------------|---|
| 1. | S ₁ | Let the students read the note and five paragraphs of the text silently. Ensure that all of them read. Even if they are slow readers, it will take them about ten minutes to read the five paragraphs. Move round and help them if necessary. |
| 2. | S ₂ | When they have finished reading, they should write out the answers to Q 2, in their exercise books and then compare with their partners'. |
| | S ₃ | Check their answers with their cooperation. A few students may be requested to write out their answers on the B.B. or to read out their answers. Let the others check. |

Probable answers

- | | | |
|----|----------------|---|
| | | (i) tense and anxious |
| | | (ii) grope her way towards the shore with plummet and sounding line |
| | | (iii) wait with beating heart for something to happen. |
| 3. | S ₄ | Let them move on to Q3, answer in the same way and then compare their answers with their partners'. Move round and check if they are working. |
| | S ₅ | Ask a few to read out their answers. The language may differ. Check if the content is all right. |

Example

- (i) She was without compass or sounding-line.
- (ii) She had no way of knowing how near the harbour was.
or
She had no means to know her life's goal.
- (iii) She did not know the distance she would have to cover to reach that goal, if there was any.

Accept any logical answer.

- | | | |
|----|----------------|---|
| 4. | S ₆ | They ought to be able to answer the two questions (a) and (b). Let them write out the answers in their exercise books and then compare with their partners'. Move round and see if they are doing so. |
| | S ₇ | Check as done in S ₆ . They may or may not answer in a sentence. Accept one word answer for the first part of (a) |

Example :

- (a) (i) unhappy/she was unhappy, etc.
- (ii) last sentence of para. 2.
- (b) The experience of those days told upon her health. Her spirit was low and she was bitter, she was bitter and low in spirit.

Note : The language used may, of course, differ.

- | | | |
|----|----------------|--|
| 5. | S ₁ | Let them go through paragraph 5 again and write out the answers for (a) and (b). Move round and see if they are working and go through some of the answers (of the weaker ones). |
|----|----------------|--|

Items Steps

S₂ When they finish, check their answers with their cooperation.

a) *Probable answers* (language may differ)

- (i) Miss Sullivan let Helen into her room.
- (ii) She gave H. a doll.
- (iii) Helen played with the doll for sometime.
- (iv) Miss Sullivan then slowly spelt the word 'doll' into Helen's hand.

b) (i) Miss Sullivan spelt the word 'doll' to make Helen understand/realize that the thing she was playing with had a name.

(ii) She was trying to establish a bond between experience and expression (language).

(iii) Yes, she did.

Note that it may not be possible to do more than this in a period.

6. S₁ They should refer to para 5 again to answer the two parts of this question. Let them do so. Move round and check if they are working according to instructions given.

S₂ When they have found the phrases(3), check their answers — ask them to read out the phrases. Check if they are right.

Answers :

- (i) (I was) flushed with childish pleasure and pride.
- (ii) (I was making my fingers go) in monkey-like imitation.
- (iii) (Spell in this) uncomprehending way.

7. S₁ Now let them go through paragraphs 6,7,8 and 9 silently. Give them the time they need. Move round and see if they are reading. Help the weaker ones to guess meanings of words in context. Refer to the Word Study unit when necessary. It is not necessary to know the meaning of every word to answer the questions that follow. Do not disturb them while they are reading.

S₂ When they finish reading ask them what Helen is trying to tell us in each of the four paragraphs — in short sentences. Ask them what idea ties paragraphs 6,7 and 8. Help them to answer.

S₁ Now let them go through questions 7,8, 9 and 10 and find the answers. Some may be able to do the work in a period, but others will not. Do not press them. The work may be continued the next day. Questions 8,9, 10 may be answered the next day.

S₁ If they are ready with the answers for 7., check with them. Ask some of them to read out their answerst to the class. Discuss and correct the answers with their cooperation. Note that the students will answer in different ways, and that it is not a very easy question to answer. Accept whatever is logical.

Probable answer (language may vary)

Accept their opinions if they are acceptable.

Correct language if necessary.

Example

Helen now began to realize for the first time that some written symbols (letters) put together conveyed some meaning — for example, w-a-t-e-r was the name of the cool something that was poured over her hand. Gradually she learnt that everything had a name and each name gave birth to a new thought.

She did not know the existence of the spoken language because she was deaf, dumb and blind. The existence of a means of written communication also was unknown or a mystery to her so long. Now she could imitate the finger play of Miss Sullivan and convey the names of things.

Note that the students will say that language is not a mystery to them because they have been using it (both the spoken and written form).....

8. S₁ Let them work individually and answer Qs. 8,9 and 10. Move round and check if they are facing any difficulty. Help where necessary (the weaker ones).
S₂ When they are ready with the answers check with their cooperation as is usually done. Accept any reasonable answer from them. Help them to use the language accurately.

Example (language will differ)

8. (i) To Helen the word seemed to tremble, vibrate with life.
(ii) The expression is apt, appropriate, well-suited, etc.
(iii) Second sentence/quiver with life.
9. (i) The experience awakened her soul. It gave her light, hope, joy and freedom.
(ii) It awakened an inner sight in her. She now became aware of the feelings and emotions that a normal being experiences in life.
(iii) Last two sentences of para (8.)
10. (a) It refers to the day Miss Sullivan came to her house.
(b) The two lives that she refers to are
i) the life she led before Miss Sullivan arrived
ii) the life she lived after her arrival.
(c) Accept whatever is acceptable in the context

Example

Life I	Life II
(i) life had no meaning (ii) was usually full of anger and bitterness (iii) had a drooping spirit caused by unknown/dark future (iv) had lack of feeling and emotion (v) was impatient, etc.	(i) life had meaning (ii) was cheerful and happy (iii) longed for a new day to come (iv) had feeling and emotion (v) had love for life, etc.

Word Study and Use

1. S₁ This unit should not be difficult for them to work out. Let them work individually and match the words with their meanings.
S₂ When they have done so, check their answers with their cooperation. Ask a few to read out an answer each

Example

- (vi) 'dashed' means (d) threw violently

Items	Steps
2 (i)	<p>S₁ Move on quickly to the next item on word-formation. This is an important and useful information for the learners. Let them go through the instructions and notes in the first unit and then study the prefixes, roots and suffixes in 2(i).</p> <p>S₂ When they have done so, see if they have understood everything. Explain further, only if necessary.</p>
(ii)	<p>S₁ Tell them to do the tasks set in (ii),(iii) in pairs. Show them one of each on the B.B. Move round and see if they are discussing and doing the task. Help the weaker ones if necessary, but do not do the tasks for them.</p> <p>S₂ Draw their attention to item (iv) when they finish the two tasks and let them check with another pair's. Ask students to bring to class dictionaries, if they have any. You may supply them (one or two) from the school library so that they can check in groups.</p> <p>S₃ Check with them. Do not insist on dictionary meanings of the words. The clues given should help them to give the meanings of the words in (ii). The clues will also help them to find, guess the words expected in (iii). Also remember that these are interesting and challenging tasks.</p>

Example

- (ii) **democracy** - rule of the people (because 'dem' means 'people' and 'cracy' means 'rule')

Accept answer if they just say people rule - and then give the full phrase.

pre-war - before war/before the war

revise - see/read through again

incredible - that cannot be believed, not believable, etc.

microphone - accept 'small sound' and then give them the dictionary meaning. It's an instrument most of them know - an instrument for changing sound waves into electrical waves telephone, radio, etc.)

thermometer an instrument for measuring temperature/heat. (They know it's an instrument)

Go on correcting in this way.

- (iii) S₁ Correct in the same manner. Ask some students to give the words. Tell the others to check their own work. They should be able to arrive at the word in this way :

trans = across ; miss } = send
mitt }

-tion / - sion = act of

Word : transmission

Note that there is a possibility of spelling the word wrongly. Some may have written 'transmission', but if they have checked with the dictionary, they will have corrected it. If they haven't tell them to write down the word correctly.

The other words serially are :

credulous, illegible, hydrometer, agreement, audio-visual, autocracy/autocrat, monotone, reversion

Do not be worried if they go wrong. Remember that they are learning to guess the meanings of words with some basic knowledge about roots, prefixes and suffixes.

- 3(i),(ii), S₁ Let them go through the instructions and examples incorporated in (i), (ii), and (iii) silently. Ensure that they read silently and understand what they are reading.
Give guidance / explanation where necessary, but do not expect them to learn everything by heart. They can always refer to these sections and those they have gone through before this when they come across words with prefixes and suffixes.

4. S When they have read through the sections, they ought to be doing the task set in 4. Let them work individually. Move round and check if they are doing so.
S₃ Let them compare with others in their group when they finish.
S₄ Correct with their cooperation. Some students may be asked to read out paragraphs while the others check their own work. Stop and correct when they go wrong.

Language Study and Use

- 1(i),(ii) S₁ Ensure that the students read the two sections. Move round while they are reading. Give guidance where necessary.
(iii) S₂ *Let them do the task after discussing with their partners and checking with you. They ought to be able to give their reasons for listing them in the way they have. Of course, it may not be possible for all the students. Guide them by asking questions.*

Example

State Verb

I did not know what the future held for me.

Reason : (i) It refers to a state (of affairs).

(ii) 'Know' does not denote an activity or a process and so is not normally used in the continuous form

Event Verb

I stood on the porch

Reason : (i) It refers to an event which has a definite beginning and an end.

(ii) The verb denotes an activity and can be used in the continuous form.

Go on in this way.

- 2(i),(ii), S₁ Students should go through these units and study the use of the progressive form with state verbs. *Normally* state verbs do not take the progressive form, but there are *exceptions* of course. Move round and see if they are reading and help them if they have problems.
S₂ When they have finished reading, check if they have understood. Discuss a little if necessary.
(iii) S₁ Now tell them to do the exercise individually. Move round and check. They may only write down the verb forms serially as they go through the paragraphs with blanks.
S₄ As soon as they finish doing the exercise, correct with their cooperation as it is usually done. A few students may read out their paragraphs while the others check. Discuss mistakes.

- (iv) S Let them move on to the next task and work on their own. Move round and help only if requested.
- S₆ According to the instruction given they ought to be comparing their answers with others in the group. See if they are doing so.
- S Check with whole class (as done in S₁) when they are ready.

COMPOSITION

1. S₁ There should be an oral preparation before the student start writing. The teacher may devise his/her ways of dealing with the matter. Here is a suggestion:

Read out the quotation from Miss Keller's article (para 1). Let the students listen carefully. When this is done ask the whole class the questions in para 2. Deal with one question at a time. Get their opinions. Give instructions ahead to the students to take notes of the opinions/desires expressed by different students. Involve as many students as possible. They could take down their notes in a chart like this :

Example

What I would like to see	People	Places	Events	Revisit people	Revisit places	Things. etc.
Why ?						

Let them draw the chart before the discussion starts.

- S₂ Carry on the discussion for 10 - 15 minutes.
- S₃ Now draw their attention to the task in para 3. Tell them to choose *three* things that they would like to see and give reasons for their choice. Give them the liberty to choose or not to choose what they have put down in their chart before. Let them start writing their rough draft in two paragraphs within 120 words. Move round and check if they are working. Help where necessary. Some of the students may not be able to start. Help them to begin the paragraph.
- S₄ When they complete the rough draft, tell them to show them to the other members of their respective groups and ask them to make comments. Move round and check quickly as many as you can.
- S₅ Ask them to write out the final draft incorporating the corrections and suggestions and submit the work to you. Tell them to give a title. All this may not be possible in a period. The work should be spread over two periods.
2. S₁ This is an interesting task, provided it is done in the proper way. The suggestions given should help the teacher to make a lesson plan. Note that the planning and writing have to be preceded by an 'experience game' suggested in paragraph 2. This has to be tried at home first. Give this as homework.

Items Steps

S₂ Let them read paragraph 3 and discuss the difficulties they had faced in their group. To ensure that they know how to start the discussion, show them how to begin. Ask questions suggested in the paragraph and let some students answer them. Later move round and see how they are getting on. Help where necessary.

S₃ When you are assured that they have discussed among themselves, move on to the next paragraph and ask the class the 3 questions set there. Do not just accept Yes/No answers. Tell them to give reasons for their answers.

S₄ After having done so much of preparation both with regard to experience and using language to express their experience, the students should be in a better position to do the task set in paragraph 4. They would still have to quote a successful person's case. Get suggestions from the students and discuss this in class before they start writing.

S₅ Let them start writing the rough draft. Move round and check if they are still facing any difficulty — help the weaker ones to minimize the chances of making a wrong start and making too many mistakes.

S₆ Same as 1 S₄

S₇ Same as 1 S₅

3. S₁ The students were taught to write a diary in Class IX (Lesson 11, Composition I). There are suggestions in the task itself as to how the students should go about it. Tell them to follow the instructions carefully and start writing. Help the weaker ones. Note that they must be brief and must keep referring to the three paragraphs in the text.

Remind them that they should include only the necessary bits of information in a condensed form. The language should be very simple and informal. They will have to use reported speech.

S₂
and
S₃ Follow 1 S₄ and 1 S₅

LESSON 7

REVISION LESSON

Items Steps

There are four units in this lesson — Reading, Writing, Word Study and Language Study. We expect the students to work on their own, at their own pace and time. They may ask you for help and then you may give it to them. This lesson is essentially for practice, and we all know that the more practice the learner can be given in the use of language the better.

Reading

In this unit there are a few tasks for skimming and scanning, and a few others on a little more close reading for information. On the whole, we expect the students to read fairly fast with the purpose of looking for specific information. So if the students do not understand the meaning of a large number of words, they need not worry. The words they need to know the meanings of have been glossed.

1.(i),(ii) S₁ The students should go through the advertisement quickly, draw the table and then fill in the details.

S₂ When the table is complete, they ought to be able to answer (iii). They should number the jobs serially and also the candidates, but in a different way.

Example

J O B S					
	Job	Employer	Qualification	Experience	Other require ments
1.	Mechanical Engineer	A Growing Engineering industry Box 2017, Statesman	A graduate Mech. Engi- neer	7 years experience in a precision eng. machine shop.	Sound supervisory ability
2.					

CANDIDATES

No.	Qualification	Experience	Other information
(i)	Diploma in Mechanical Engineering -First Class (78%)	Nil	Seeks job/training Box 61941, Statesman.
(ii)			

Note that the tables may be drawn on two pages facing each other so that it will be easy to relate the two and decide which candidate's may be offered the job/s. If no candidate is suitable for a job, say so.

For example : (a) It will not be difficult to see that the fifth candidate (the one with 22 yrs experience) may be offered the first job on the list.

(b) The only candidate that can be offered the second job is the tenth candidate, but he is not young and we do not know whether he is smart and has a pleasant personality.

S₃ Let them check their work with their group. They may, of course, clarify with you if they have any doubts.

2. There are five units in this section and students may work on *one* at a time and check with their group. Note that there may be more than one possibility of filling in the gaps.

S₁ Students should read through each unit keeping an eye on the title of the news items — all these have been taken from newspapers. The title obviously suggests the content of the news.

S₂ When they have grasped what the news should be about, let them read again and fill in the gaps with the appropriate missing words.

Example

(i) Heat Kills Two

Midnapore, May 23. *Two men died from sunstroke and about 200 more have been affected. The district continued to have a/ to go through a hot spell with the mercury rising/going up between 45 and 47 degree*

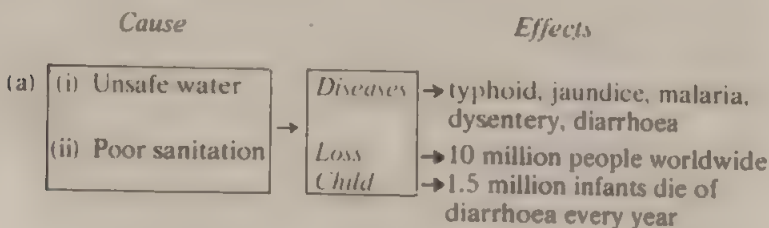
Celsius for the last four days, according to official sources, reports P.T.I.

S₃ Let them check their work with their group, and if they think that they ought to check with you, they may do so.

3. S₁ They should read the text and do the two tasks that follow - (a) and (b).

S₂ The procedure of correction should be the same as above.

Expected answers (language may vary)



(b) Do's

Don'ts

- | | |
|--|---|
| i) Boil and filter drinking water. | i) Do not waste water. |
| ii) Store in clean covered containers. | ii) Do not drink unsafe water. |
| iii) Use proper sanitary facilities. | iii) Do not be indifferent about poor sanitation. |
| iv) Notify civic authorities about water-stagnation, shortage or impurities. | iv) Do not be indifferent about water stagnation, shortage or impurities. |
| v) Cooperate with them in the maintenance of pipes, pumps, wells and tanks. | v) Don't let others waste water or drink unsafe water, etc. |
| vi) Teach your children not to waste water. | |

4.S₁ to S₃

There are three steps to be followed. The students should work in pairs. They should go through the instructions carefully first, fill in the table and write the note.

Note that the students are looking for information in the reading text.

Example

For all interested students : Coaching Camps										
No.	Game	Where	Time		Organizers	Parti - cipants	Age	Enrol at	Time	Any other remark
			When	How long						
1	Cricket	i)Kali ghat ground ii) CAB Indoor Stadium	From 1 June	one month	C.A.B.	East Zone Boys	under 17	Not sta—ted	Not sta—ted	Coach Md. Saha—buddin
2	Judo	Calcutta Martial Arts Club	May 25 to June 11	18 days	West Bengal Judo Assn.	Junior boys and girls	upto 16	Calcutta Martial Arts Club (between 6-8 pm. on week days)	5 to 7 pm (Mon to Sat)	Last date of entry May 25

The note should read something like this. The language used may differ. The place where these are available may also be different.

Note : Interested persons will need to look at the newspaper cuttings. These are available in the office/with the Games Teacher — during tiffin break and from 10.00 a.m. to 11.00 a.m.

5. S₁ This is another reading comprehension task. Let the students go through the paragraph quickly and grasp what the passage is about.
 S₂ When going through it the second time they ought to fill in the gaps.
 S₃ Students should check with their respective groups and then with you.
Sample Answers (serially) — damage, Man, and, kills, etc.

6. S₁ Students read through each text and try to match them with the given functions.
 S₂ They should compare their answers with their group.

Expected answers

i) Greetings ii) Giving instructions iii) Giving information iv) Persuading
 v) Predicting vi) Inviting

7. This is a similar exercise and should be done in the same manner. When correcting, the students may discuss if there is a difference of opinion and may refer to you.

8. S₁ This is comparatively a more difficult task than the others. Firstly, the students will have to go through the 2 texts. They will also have to look up for meanings of certain words like *wake of, envisaged*, etc.

- S₂ Then they will have to study the tasks set in (a), (b), (c), (d) and (e) one by one, and refer back to the texts for information. They will have to do this over and over again.

- S₃ Checking should be done by themselves first as is usually the procedure and then with you.

Expected answer

Example (discussion may be necessary)

Statement No.	Fact or Opinion	Word/s turned the statement into an opinion
(i)	Fact	X
(ii)	Fact	X
(iii)	Opinion	wake of, massive plantation envisaged
(iv)	Opinion	are fighting (for survival)
(v)	Opinion	us, our plan
(vi)	Opinion	our sake, let us, our (twice)

Note that the markers are not obvious enough to draw a line between the two

b) **Text A** — a report

Text B — an advertisement.

c) **Text A**

Text B

(i) long sentences —
(all except the
first one)

(i) shorter sentences, phrases (except for
the first paragraph)

(ii) formal — third
person used

(ii) second person used in all paragraphs.

(iii) passive forms

(iii) metaphorical and figurative use of
language: — garden of Eden, fighting
for survival, etc. — to appeal

(iv) giving information

(iv) predicting/warning — 1
appealing/persuading — 2

(v) Straight forward
language of report

d) Both for general public

The summary should not be difficult to write now because the information
is already there — in (b), (c) and (d).

e) A possible answer : — Text A is a factual report on what is being done on
the official level to avoid a dangerous situation; on this is based the
persuasive tone of Text B appealing to the individual.

WRITING

1. S The students will have to go through the note, instructions and the classified
advertisements and then choose one. Note that the jobs/training courses are
meant for them.
- S. They should make a rough draft of the letter. They ought to know how to
write such letters -- they have written similar letters in classes VIII and IX.
- S. There are four other writing tasks in this unit. The procedure of writing
should be the same.
 - i) First a rough draft should be made.
 - ii) There should be discussions in groups.
 - iii) Then the final version written and shown to you.

Note that all these composition tasks are guided compositions and should not
really be difficult for the students, but they will always need some guidance in
organizing their thoughts and using language accurately and fluently. Help
them if necessary.

Language Study and Use

The ten language tasks in this unit, you will notice, are extremely useful tasks.
Students need to be made aware that these tasks should help them to write
their compositions in a better way. The tasks include:

- (i) using linking words/phrases meaningfully in context
- (ii) using correct word order when asking or writing indirect questions.
- (iii) learning to frame proper questions in context
- (iv) learning to use proper verb forms in context

- (v) using prepositions appropriately in context
- (vi) using proper punctuation marks
- (vii) learning to offer advice or suggestions, command, request or invite people
- (viii) learning to see in a text how sentences are connected by various devices — particularly references and link words — pronouns, articles, adverbials, conjunctions, synonyms, clauses, etc. (Note that they have already learned these in class IX)

1. to 9. S₁ Let them read the instructions and do the exercises on their own — one at a time.

S₂ When they have completed one, they should compare with their groups and then with you. These can easily be corrected by the students themselves under your guidance.

Answers — (some examples)

1. (i) Sentence 1 and 2 could be joined by *and*. They could begin the third sentence with *in addition*.

2. (i) No change

(ii) Add water *and* cook *until* it becomes tender *and* the water dries up.

(iii) Grind the mixture *as soon as* it is cool.

(iv) Add lemon juice, mint leaves, coriander leaves and Bengal gram flour *and* mix well, etc.

3. *Some examples* (given serially) —
such as

But

This is because

and

4. *Some examples* (given serially)

where *he* was for a week

why *he* didn't bring his homework

what *the lesson* was for the day

5. *Examples*

What would our planet be like without the atmosphere?

What would the whole world be like?

6. *Example*

What would happen if ultra-violet rays and X-rays of the Sun came directly to the earth?

7. *Some examples* (given serially)

bind. form. is known. helps

8. *Some examples* (given serially)

Soil is formed when water with chemicals dissolved *in* it starts to decay rocks.

At the same time

9. (i) *Example* (language may vary slightly)

X : Would you like to come to a Jatra?

(or Shall we go to a Jatra?)

Y : I should love to.

10. (ii)

In the forest *the nutrients* are taken up by the tree's roots and travel to the trunk and *leaves*. When *the leaves* and *twigs* die, *they* fall to the soil and provide *food* for millions of microscopic animals and organisms.

Word Study and Use

There are four tasks here and these should not be difficult to do if the students follow the instructions carefully and use the dictionary when necessary. The first task may be difficult for some students. They should attempt one task at a time and the correction procedure should be the same as in the case of language study tasks.

1. *Examples* (some answers)
reveals — shows up
distinct — clear
prominent — outstanding.
2. *Examples* (given serially)
hurry, stumbled, slithered, etc.

3. (i) *Answers* (some examples)
a) survivor
b) tiny, bait, tug

- (ii) *Across*
1. has been given
2. deadly; fatal (6)
3. determined and brave (5)

- Down*
2. that cannot be measured (12)
3. was indifferent and uninterested (8)
5. sudden hard pull (3)

THE POEMS

The basic *aim* of poetry reading remains the same as before and so does the *method* of teaching poetry, i.e., explanations and paraphrasing should be avoided. But since the learners are older and more familiar with the language, they are expected to be able to appreciate and enjoy the poems not just for the sound and rhythm, but also for the meaning — overtly expressed or covertly stated.— the humour, or the beauty of particular words and phrases and their clever uses. They may go a little deeper to appreciation at an elementary level. There are questions/exercises on appreciation which should guide their thoughts and ideas. The teachers are expected to guide them to think and discuss these questions for their fuller and better utilization.

All the poems should not be taught together. They should be taught at intervals — a poem after a prose unit.

The following should be paid attention to :

- i) Students should be made to refer to the glossary for the meanings of the words in italics.
- ii) Each poem may be read in the manner suggested in the text or in any other appropriate manner the teacher thinks proper.
- iii) Students may be made to work in groups/pairs after they have answered the questions which attempt to check on their comprehension and appreciation of the poems.
- iv) Move round while they are working and give guidance where necessary.
- iv) Discuss with whole class their answers when they have gone through the exercises and have compared with their respective groups.
- vi) Get a few students to read aloud to the class the poem in the end. They may be asked to read in different ways so that a number of students gets the chance to read.
 - (a) each stanza may be read by a different student.
 - (b) lines may be read in same group by different students.
 - (c) *The Battle of Blenheim* may be dramatized in the way suggested. etc.
- vii) See that the poems are read in a proper tone and with proper pauses.
- viii) In brief, the students should really be helped to learn to appreciate and enjoy his/her poetry class.



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